EDU 221

Spring 2013

Curriculum Instruction Assessment (CIA)

MI Reflections – Chapter 5

In Chapter 5, of *Multiple Intelligences in the Classroom*, the author Thomas Armstrong describes the techniques for creating Multiple Intelligence (MI) lesson plans. Armstrong begins the chapter by promoting the use of MI methods as a way for teachers to expand their instructional techniques beyond the traditional “linguistic and logical” (Armstrong, p54) teaching approach. As the chapter progresses, the author provides a detailed description of the characteristic of an MI teacher, as well as information on how to construct an MI lesson plan. Armstrong suggests a “seven-step procedure” (Armstrong, p64) as a guide to help teachers design, and implement, a MI incorporated lesson.

While reading the section about creating MI lesson plans, one comment by the author really caught my attention. Armstrong suggests that the best way for educators to approach the incorporation of MI theory into their curriculum is to think “about how one can *translate* the material to be taught from one intelligence to another” (Armstrong, p64). I love the idea of viewing my role as that of a translator. Not only is this true in terms of finding ways to represent the content through each MI, but also, as an educator in general. My job is not to simplify or dumb down the content, but to translate the information in a way that my students can understand.